

CHAPTER 4. FINDINGS AND DISCUSSION

This chapter presents research findings and discussions based on data analysis. The author uses descriptive explanations to explore the learning strategies used by experienced English teachers. Data were collected through one teacher interview and four classroom observations using Dörnyei's (2001, 2020) four-phase motivational framework.

This analysis identified four main themes, namely: (1) Creating Basic Motivational Conditions, (2) Generating Initial Motivation, (3) Maintaining and Protecting Motivation, and (4) Encouraging Positive Retrospective Self-Evaluation.

4.1 Findings

4.1.1 Creating Basic Motivational Conditions (CMC)

The theme "Creating Basic Motivational Conditions (CMC)" focuses on how experienced teachers can create a comfortable classroom atmosphere for learning. At the beginning of a lesson, students need a warm-up to prevent the learning process from feeling forced. In Observation 1, the teacher always began the lesson by asking short, simple questions such as "How are you today?" or "Have you had breakfast this morning?" This activity can practice speaking and improve English vocabulary retention. As expressed by the following teacher:

When English class begins, I like to establish a friendly atmosphere with students by asking them how they are or what they did this morning. This aims to create a sense of comfort before starting the lesson. This activity also helps develop their speaking skills and vocabulary retention.

Student motivation is fostered through the teacher's comfortable classroom environment. Experienced teachers demonstrate a friendly attitude by providing equal opportunities for both high-achieving and low-achieving students. This is done so that students feel equal, and the teacher also facilitates by being open to questions raised by students who are less able to follow the lesson patiently. Based on Observation 1, the teacher does not scold students who make mistakes in pronouncing vocabulary, as expressed in the following quote:

The teacher always tells students to use English in learning... The teacher always reminds them that mistakes are part of the process towards better skills. (See Observation 1).

Providing support by the teacher is something that can help foster students' motivation in learning. In addition to support provided by the teacher, support from peers can help build learning motivation. From the following observation data, it was revealed that:

The teacher instructs students to form groups of 3-4 people. The teacher selects the brightest students, who write their names on the board. The students themselves choose which group they will be in. (Observation 1,2,3,4)

Group formation is part of supporting the smooth learning process. Brightest students are given the responsibility to tutor their peers through any learning challenges, but this activity remains supervised by the teacher. In addition to helping improve students' basic motivation, as revealed in the following quote:

The teacher asks students to form groups with their preferred tutors. The teacher assigns them five vocabulary words each week. Each tutor is responsible for their members' progress. (See Observation 1)

A gradual approach using simple questions, providing equal opportunities for each student, and peer tutoring can build students' basic motivation so they are better prepared to participate in learning.

4.1.2 Generating Initial Motivation (GIM)

In the second theme, the initial motivational stage involves engaging students with approaches related to their daily activities. A context familiar to students helps them organize and express their ideas. The teacher facilitates this task as stated below:

The teacher provides students with images or short videos to stimulate observation and discussion. Students are asked to show images or videos of public places they have visited and briefly describe the public places depicted in the videos. The teacher has students role-play professions in public places they have encountered in groups of three to four (See Observation 2).

Variety in learning activities can help engage students in learning. Selecting topics relevant to students' daily lives makes it easier for them to organize their ideas into sentences in conversations.

4.1.3 Maintaining and Protecting Motivation (MPM)

The third theme focused on strategies for maintaining and sustaining motivation. Teachers always position themselves as role models before students begin their tasks. They provide example sentences before students speak. Examples include asking permission, "May I go to the toilet?", asking for help, "I

don't understand this question...", answering a teacher's question, "I think the answer is...", or even in emergency situations, using the phrase "I don't feel well." According to a teacher interview:

I always provide examples first so students have an idea of what sentences to use in certain situations. This helps students become accustomed to speaking English and enhances their vocabulary.

Providing examples first can help students practice their English speaking skills through examples, which can help them become more confident in expressing and applying English.

4.1.4 Encouraging Positive Retrospective Self-Evaluation (ERSE)

The fourth theme focuses on positive evaluation. Providing positive evaluation can boost students' self-confidence and maintain their motivation. At this stage, teachers appreciate each learning process students go through. Teachers tend to praise students' learning. As one teacher explained:

When students present, I never interrupt them when they make language errors. I always praise them for their courage before offering criticism and suggestions. Students who are proficient in English are always praised for their abilities, and students who strive are given support and guidance (See Observations 1, 2).

Support through appreciation at every stage of the student's learning process is a form of appreciation for them, encouraging them to engage in the learning process. Students tend to feel valued when they are praised before being corrected.

4.2 Discussion

The findings of this study indicate that the strategies used by teachers align with Dörnyei's (2001, 2020) motivation framework, particularly in creating positive experiences and maintaining student motivation. These findings also support previous research showing that students often hesitate to speak in English due to fear of making mistakes and being judged negatively by others (Derakhshan et al., 2016; MacIntyre, 2019). In this study, teachers addressed this by creating a supportive classroom atmosphere that encouraged students to gradually participate in learning with confidence.

Teachers' efforts to create a positive classroom environment (Theme 1) and provide vocabulary support before speaking (Theme 2) can be explained through the affective filter hypothesis (Krashen, 1982/2016). When students feel comfortable and sufficiently prepared, they tend to show a spontaneous willingness to participate in learning. This is consistent with the findings of Astuti (2016), who found that students were more actively engaged in learning activities using a picture-based learning model.

The findings indicate that pair work, group discussions, and supportive feedback can boost students' confidence in speaking English (Theme 3). These findings align with the views of Gillies (2016) and Ellis et al. (2020) regarding the importance of collaborative learning and the use of indirect correction to maintain students' confidence. This is consistent with the findings of Henry et al. (2018), who found that providing supportive feedback can boost students' self-confidence.

Finally, teachers' practice of providing feedback that corrects students' errors (Theme 4) helps students maintain their self-confidence. These findings support Dörnyei's (2020) view that positive feedback can enhance the spontaneous effect of student participation in learning activities. Overall, these findings indicate that motivation, gradual practice, and a comfortable environment can support and foster students' willingness to engage in learning.

